



July 2007

**DEPARTMENT OF EDUCATION**  
2006–2007 School Year Reports

Dear School Board Members and School Personnel:

The Maine Educational Assessment (MEA) is the State's measure of student progress in achieving the State standards known as *Learning Results*, adopted by the Maine Legislature in 1997. The *Learning Results* established goals for what all students should know and be able to do at certain times in their school careers and are the basis for Grade Level Expectations, which describe the assessment standards for each grade. The MEA is administered to students in all grades 3 through 8 to meet state assessment requirements and the requirements of the federal *No Child Left Behind* Act.

The 2006-2007 MEA Summary Reports contain the results of student achievement in reading and mathematics at all grades and science and technology at grades 4 and 8, based on achievement standards set last year and disaggregated by student and school characteristics. The reports also contain baseline status in writing at grades 5 and 8, reported according to new standards set this year through a process approved by advisory committees and informed by Maine teachers. This report, together with MEA individual student and subject specific class analysis reports, provides support for use in program evaluation and planning.

MEA results reflect scores based on test questions that are taken in common by the approximately 15,000 students in each grade level. Students' scores in each content area are based on answers to a combination of multiple-choice questions and questions that require students to construct an answer. The writing reports provide information on a student's ability to respond to a prompt measuring narrative writing at grade 5 and persuasive/argumentative writing at grade 8. More information about the design of the MEA is available at [www.maine.gov/education/mea/index.htm](http://www.maine.gov/education/mea/index.htm).

I look forward to working with you in support of our continued efforts to improve the quality and effectiveness of the instructional opportunities designed to help all students achieve the high standards of the *Learning Results* and demonstrate that achievement through performance on the Maine Educational Assessment.

Sincerely,

Susan A. Gendron  
Commissioner of Education



## School Report Grade 8

Test Date: March 2007 (Reports Revised October 2007)  
ID: 11701421  
District: Waterville Public Schools  
School: Waterville Junior High School

### Contents of the Report

The report is divided into two main sections including a section describing the students tested and a separate section for the results in each content area.

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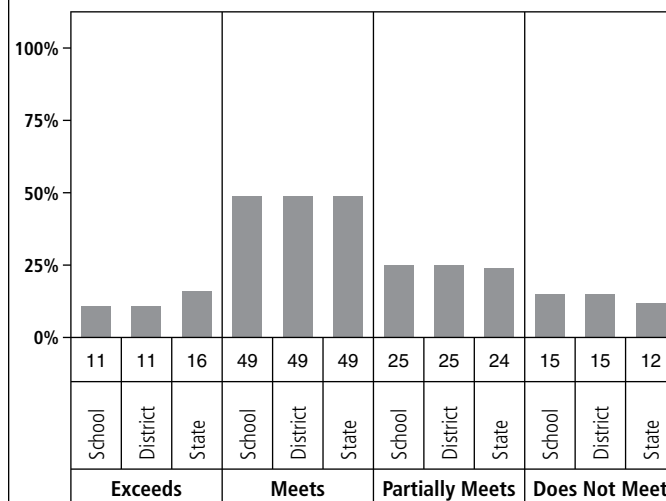
# SUMMARY OF SCORES

Date: March 2007  
 Grade: 8  
 District: Waterville Public Schools  
 School: Waterville Junior High School

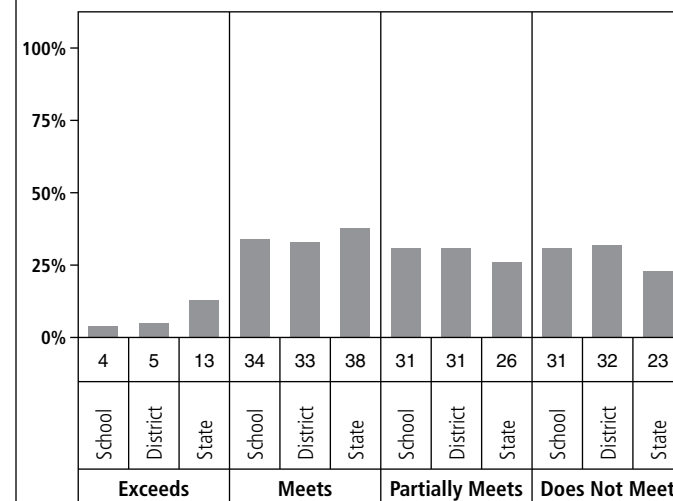
## Summary of School, District, and State Scores

Year	Average Scaled Score		
	School	District	State
<b>ELA – Reading</b> 2005–2006 <b>2006–2007</b> Cum. Avg. *	839 <b>845</b> 842	839 <b>845</b> 842	845 <b>847</b> 846
<b>Mathematics</b> 2005–2006 <b>2006–2007</b> Cum. Avg. *	838 <b>837</b> 838	838 <b>837</b> 838	840 <b>842</b> 841
<b>Science &amp; Technology</b> 2005–2006 <b>2006–2007</b> Cum. Avg. *	848 <b>850</b> 849	848 <b>850</b> 849	846 <b>847</b> 846
<b>ELA – Writing</b> 2005–2006 <b>2006–2007</b> Cum. Avg. *	834 <b>834</b> 834	834 <b>834</b> 834	836 <b>836</b> 836

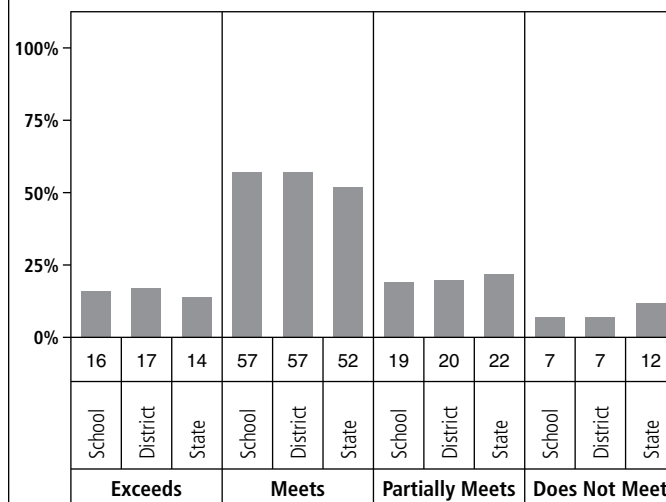
### ELA – READING



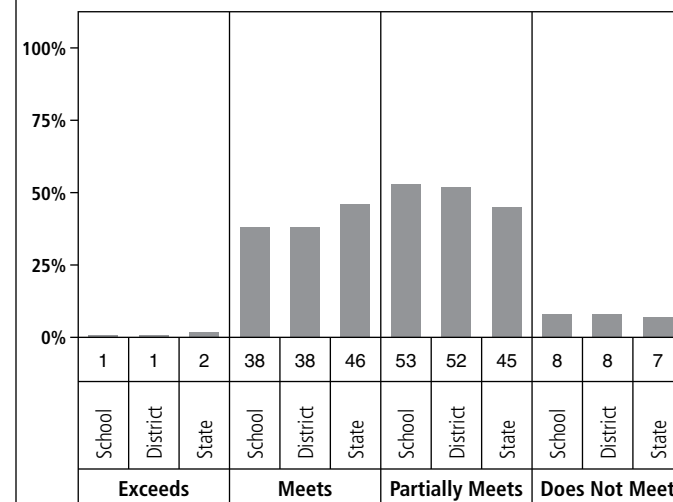
### MATHEMATICS



### SCIENCE AND TECHNOLOGY



### ELA – WRITING



\*Cumulative averages are weighted, i.e., the scaled scores are averaged proportionally based on the numbers of students in each year.

# SUMMARY OF STUDENT PARTICIPATION

Date: March 2007  
 Grade: 8  
 District: Waterville Public Schools  
 School: Waterville Junior High School

CATEGORY OF PARTICIPATION		Enrollment <sup>1</sup> during testing window						CONTENT AREA PARTICIPATION <sup>2</sup>																											
								ELA-Reading						Mathematics						Science and Technology						ELA-Writing									
		School		District		State		School		District		State		School		District		State		School		District		State		School		District		State					
		n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%				
Total number of students		143	100	142	100	15800	100	138	98	137	98	15584	99	137	97	136	97	15578	99	137	97	136	97	15540	99	138	98	137	98	15463	98				
Ethnicity	African American	2	1	2	1	339	2	2	100	2	100	330	98	2	100	2	100	331	99	2	100	2	100	326	97	2	100	2	100	318	95				
	American Indian/Native Alaskan	0	0	0	0	108	1	0	0	0	0	104	98	0	0	0	0	104	98	0	0	0	0	102	96	0	0	0	0	103	97				
	Asian/Pacific Islander	4	3	4	3	194	1	3	75	3	75	189	98	3	75	3	75	189	98	3	75	3	75	188	98	3	75	3	75	188	98				
	Hispanic	5	3	5	4	160	1	4	80	4	80	152	96	3	60	3	60	152	96	3	60	3	60	149	94	3	60	3	60	148	94				
	White	132	92	131	92	14997	95	129	99	128	99	14807	99	129	99	128	99	14800	99	129	99	128	99	14773	99	130	100	129	100	14704	98				
	Not Reported	0	0	0	0	2	0	0	0	0	0	2	100	0	0	0	0	2	100	0	0	0	0	2	100	0	0	0	0	2	100				
Identified disability		27	19	27	19	2649	17	25	100	25	100	2560	97	25	100	25	100	2557	97	25	100	25	100	2539	97	25	100	25	100	2504	95				
Current LEP		1	1	1	1	280	2	1	100	1	100	274	99	1	100	1	100	275	99	1	100	1	100	267	96	1	100	1	100	263	95				
Economically disadvantaged		75	52	74	52	5600	35	70	96	69	96	5479	98	69	95	68	94	5476	98	69	95	68	94	5452	98	70	96	69	96	5411	97				
Migrant		0	0	0	0	8	0	0	0	0	0	7	88	0	0	0	0	7	88	0	0	0	0	7	88	0	0	0	0	7	88				

MODE OF PARTICIPATION <sup>3</sup>	ELA-Reading						Mathematics						Science and Technology						ELA-Writing					
	School		District		State		School		District		State		School		District		State		School		District		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Participation without accommodations	111	78	110	77	13056	83	110	77	109	77	13057	83	109	76	108	76	13065	83	111	78	110	77	13033	82
Identified disability (PET/IEP)	1	1	1	1	474	4	1	1	1	1	477	4	1	1	1	1	488	4	1	1	1	1	492	4
LEP	0	0	0	0	148	1	0	0	0	0	150	1	0	0	0	0	146	1	0	0	0	0	148	1
504 plan	1	1	1	1	186	1	1	1	1	1	185	1	1	1	1	1	185	1	1	1	1	1	184	1
Participation with accommodations	24	17	24	17	2283	14	24	17	24	17	2281	14	25	17	25	18	2248	14	24	17	24	17	2198	14
Identified disability (PET/IEP)	21	88	21	88	1855	81	21	88	21	88	1848	81	21	84	21	84	1831	81	21	88	21	88	1790	81
LEP	1	4	1	4	112	5	1	4	1	4	117	5	1	4	1	4	113	5	1	4	1	4	107	5
504 plan	2	8	2	8	60	3	2	8	2	8	61	3	2	8	2	8	60	3	2	8	2	8	61	3
Other	0	0	0	0	284	12	0	0	0	0	284	12	1	4	1	4	272	12	0	0	0	0	268	12
Participation through alternate assessment (PAAP)	3	2	3	2	239	2	3	2	3	2	240	2	3	2	3	2	227	1	3	2	3	2	232	1
Identified disability (PET/IEP)	3	100	3	100	230	96	3	100	3	100	232	97	3	100	3	100	220	97	3	100	3	100	222	96
LEP	0	0	0	0	8	3	0	0	0	0	8	3	0	0	0	0	8	4	0	0	0	0	8	3
504 plan	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Approved non-participation in reading – 1st year LEP	0	0	0	0	6	0																		
Approved non-participation – special consideration	2	1	2	1	41	0	2	1	2	1	45	0	2	1	2	1	45	0	2	1	2	1	45	0
Non-participation – other	3	2	3	2	175	1	4	3	4	3	177	1	4	3	4	3	215	1	3	2	3	2	292	2

1 Percents are the percentage of students enrolled in each participation category.

2 Percents are the percentage of students, including those who participated through alternate assessment (PAAP), who participated in the content area.

3 Percents are the percentage of students in each content area by mode.

# ELA–READING RESULTS

Date: March 2007  
Grade: 8  
District: Waterville Public Schools  
School: Waterville Junior High School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		District		State	
		N	%	N	%	N	%
<b>Exceeds the Standards</b> – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing in-depth inferences, analyzing texts for subtle clues, synthesizing information across texts, and using his/her knowledge of text features and literary devices to make deeper connections within or across texts to increase comprehension. (scaled score 861–880)	2005-2006 <b>2006-2007</b> Cum. Avg.	8	5	8	5	2695	17
		<b>15</b>	<b>11</b>	<b>15</b>	<b>11</b>	<b>2407</b>	<b>16</b>
		12	8	12	8	2551	16
<b>Meets the Standards</b> – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing inferences, summarizing main ideas and providing supporting details, connecting ideas within and across texts, and using his/her knowledge of text features and literary devices to increase comprehension. (scaled score 841–860)	2005-2006 <b>2006-2007</b> Cum. Avg.	76	45	75	44	6830	42
		<b>66</b>	<b>49</b>	<b>66</b>	<b>49</b>	<b>7494</b>	<b>49</b>
		71	46	71	46	7162	45
<b>Partially Meets the Standards</b> – The student’s work demonstrates an inconsistent ability to read and interpret literary and informational texts appropriate for the grade level. The student’s ability to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, and use his/her knowledge of text features and literary devices varies depending on the texts. (scaled score 829–840)	2005-2006 <b>2006-2007</b> Cum. Avg.	39	23	39	23	3741	23
		<b>34</b>	<b>25</b>	<b>33</b>	<b>25</b>	<b>3628</b>	<b>24</b>
		37	24	36	24	3685	23
<b>Does Not Meet the Standards</b> – The student’s work demonstrates a limited ability to read and interpret literary and informational texts appropriate for the grade level. The student’s responses are often vague or incorrect leaving the impression that the student found it difficult to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, or use his/her knowledge of text features and literary devices to support comprehension. (scaled score 800–828)	2005-2006 <b>2006-2007</b> Cum. Avg.	46	27	47	28	3003	18
		<b>20</b>	<b>15</b>	<b>20</b>	<b>15</b>	<b>1810</b>	<b>12</b>
		33	22	34	22	2407	15

Learning Results Content Standard Cluster	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		District		State	
	N	%	N	%	N	%	N	%
Total Reading Cluster	56	100	35.5	63.4	35.5	63.4	36.5	65.2
Literary Text	28	50	17.5	62.5	17.6	62.9	18.0	64.3
Informational Text	28	50	17.9	63.9	17.9	63.9	18.5	66.1

The Maine *Learning Results* reading cluster includes Content Standards A (Process of Reading), B (Literature and Culture), and D (Informational Texts). The MEA assesses students’ reading skills based on questions related to two types of reading passages: literary and informational. Passages include both long and short authentic texts, selected from developmentally appropriate published works. Items on the MEA measure Grade Level Expectations, based on Maine’s *Learning Results*, which can be found at <http://www.maine.gov/education/lsalt/gles.htm>.

# ELA-READING RESULTS

## (CONTINUED)

Date: March 2007  
 Grade: 8  
 District: Waterville Public Schools  
 School: Waterville Junior High School

REPORTING CATEGORIES	School										District						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
<b>All Students</b>	135	15	11	66	49	34	25	20	15	845	134	11	49	25	15	845	15339	16	49	24	12	847
<b>Ethnicity</b>																						
African American	2										2						313	6	42	27	26	840
American Indian/Native Alaskan	0										0						103	7	35	38	20	839
Asian/Pacific Islander	3										3						187	17	47	24	13	848
Hispanic	4										4						148	9	45	28	18	843
White	126	13	10	62	49	33	26	18	14	845	125	10	50	26	14	845	14586	16	49	23	11	847
Not Reported	0										0						2					
<b>Identified disability</b>																						
Yes	22	1	5	4	18	5	23	12	55	832	22	5	18	23	55	832	2329	1	18	37	44	830
No	113	14	12	62	55	29	26	8	7	848	112	13	55	25	7	848	13010	18	54	21	6	850
<b>Limited English proficient students</b>																						
Current LEP in first year	0										0						5	0	0	40	60	820
Current LEP beyond first year	1										1						255	2	30	31	36	834
<b>Economically disadvantaged</b>																						
Yes	67	3	4	23	34	25	37	16	24	840	66	5	35	36	24	840	5325	7	41	31	21	841
No	68	12	18	43	63	9	13	4	6	851	68	18	63	13	6	851	10014	20	53	20	7	851
<b>Migrant</b>																						
Yes	0										0						7	0	14	57	29	836
No	135	15	11	66	49	34	25	20	15	845	134	11	49	25	15	845	15332	16	49	24	12	847
<b>Gender</b>																						
Female	67	10	15	32	48	18	27	7	10	847	67	15	48	27	10	847	7516	21	50	20	8	850
Male	68	5	7	34	50	16	24	13	19	843	67	7	51	22	19	844	7821	10	47	27	16	844
Not Reported	0										0						2					
<b>Title 1A targeted program</b>																						
Yes	0										0						803	5	36	38	20	840
No	135	15	11	66	49	34	25	20	15	845	134	11	49	25	15	845	14536	16	50	23	11	848
<b>Gifted/talented program</b>																						
Yes	0										0						555	58	39	3	0	864
No	135	15	11	66	49	34	25	20	15	845	134	11	49	25	15	845	14784	14	49	24	12	847

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

# ELA–READING RESULTS

## (QUESTIONNAIRE ITEMS)

Date: March 2007  
Grade: 8  
District: Waterville Public Schools  
School: Waterville Junior High School

QUESTIONNAIRE ITEMS	School										District						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
<b>How much homework do you do on school nights?</b>																						
A. none	13	0	0	8	47	3	18	6	35	837	13	0	47	18	35	837	8	6	35	30	29	838
B. less than one hour	45	4	7	32	53	15	25	9	15	845	45	7	53	25	15	845	48	13	50	25	12	847
C. one to two hours	39	11	21	23	44	16	31	2	4	849	38	22	45	29	4	849	39	20	51	21	7	850
D. more than two hours	4	0	0	3	60	0	0	2	40	841	4	0	60	0	40	841	5	23	45	19	14	849
<b>How well do the questions that you have just been given on this MEA test match what you have learned in school about reading?</b>																						
A. The questions on the test match what I have learned in reading class.	37	7	14	26	53	11	22	5	10	847	37	14	53	22	10	847	34	22	52	19	8	851
B. They match some of what I have learned.	51	7	10	35	51	15	22	11	16	847	50	10	52	21	16	847	52	14	51	25	10	847
C. They match just a little of what I have learned.	12	1	6	5	31	7	44	3	19	839	12	6	31	44	19	839	11	8	38	32	22	841
D. There is no match.	1	0	0	0	0	1	100	0	0	838	1	0	0	100	0	838	3	5	31	29	36	835
<b>Which of the following best describes how you rate yourself as a student in reading?</b>																						
A. very good	35	12	26	29	62	1	2	5	11	854	35	26	62	2	11	854	29	32	52	11	5	855
B. good	46	3	5	32	52	18	29	9	15	843	47	5	52	29	15	843	49	12	54	24	10	847
C. fair	16	0	0	5	24	12	57	4	19	838	15	0	25	55	20	838	19	3	36	39	22	838
D. poor	3	0	0	0	0	3	75	1	25	829	3	0	0	75	25	829	3	2	25	35	37	833
<b>How difficult was the reading part of this test?</b>																						
A. harder than my regular schoolwork	8	0	0	2	18	5	45	4	36	832	8	0	20	40	40	831	14	10	40	27	23	841
B. about the same as my regular schoolwork	66	9	10	47	53	21	24	11	13	846	67	10	53	24	13	846	63	16	50	24	10	848
C. easier than my regular schoolwork	26	6	18	16	47	8	24	4	12	848	26	18	47	24	12	848	23	20	52	19	9	850
<b>How difficult were the reading passages on this test?</b>																						
A. Most of the passages were more difficult than what I normally read.	13	0	0	2	12	11	65	4	24	833	13	0	12	65	24	833	7	3	28	34	36	834
B. Most of the passages were about the same as what I normally read.	49	6	9	28	43	19	29	12	18	844	48	9	44	28	19	844	51	11	48	28	12	845
C. Most of the passages were easier than what I normally read.	39	9	17	36	69	4	8	3	6	852	39	17	69	8	6	852	41	24	55	15	6	852
<b>How hard did you try on the reading part of this test?</b>																						
A. I tried harder on this test than I do on my regular schoolwork.	46	6	10	27	44	21	34	7	11	845	46	10	45	33	12	845	41	16	48	24	11	847
B. I tried about the same as I do on my regular schoolwork.	44	8	14	33	57	9	16	8	14	848	44	14	57	16	14	848	52	17	51	22	10	848
C. I did not try as hard on this test as I do on my regular schoolwork.	10	1	8	5	38	4	31	3	23	841	10	8	38	31	23	841	6	7	39	30	24	840
<b>How much time do you spend reading at home each day?</b>																						
A. more than one hour	24	5	16	16	50	4	13	7	22	847	24	16	50	13	22	847	18	21	52	19	8	851
B. 20 minutes to an hour	42	9	16	32	57	13	23	2	4	850	42	16	57	23	4	850	41	20	51	20	9	850
C. less than 20 minutes	10	1	8	6	46	4	31	2	15	844	10	8	46	31	15	844	14	14	48	26	13	846
D. I rarely read at home.	25	0	0	12	36	13	39	8	24	838	24	0	38	38	25	838	27	6	45	31	18	842
<b>How do you feel about the following statement?</b> <i>"My knowledge of reading will be useful to me as an adult."</i>																						
A. strongly agree	49	10	15	35	54	11	17	9	14	847	49	15	54	17	14	847	44	22	52	18	8	851
B. agree	46	4	6	30	48	18	29	10	16	844	47	6	48	29	16	844	48	12	48	27	13	845
C. disagree	4	1	20	1	20	3	60	0	0	846	3	25	25	50	0	848	5	4	42	31	23	840
D. strongly disagree	1	0	0	0	0	2	100	0	0	836	2	0	0	100	0	836	2	3	33	34	30	836
<b>Optional school/district question</b>																						
A.	38	2	22	5	56	1	11	1	11	850	38	22	56	11	11	850						
B.	29	0	0	2	29	1	14	4	57	829	29	0	29	14	57	829						
C.	17	0	0	2	50	2	50	0	0	842	17	0	50	50	0	842						
D.	17	1	25	2	50	1	25	0	0	854	17	25	50	25	0	854						

E = Exceeds the Standards   M = Meets the Standards   P = Partially Meets the Standards   D = Does Not Meet the Standards  
N = Number

# MATHEMATICS RESULTS

Date: March 2007  
Grade: 8  
District: Waterville Public Schools  
School: Waterville Junior High School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		District		State	
		N	%	N	%	N	%
<b>Exceeds the Standards</b> – The student’s work demonstrates in-depth understanding of essential concepts in mathematics, including the ability to make multiple connections among central ideas. The student’s responses demonstrate the ability to synthesize information; analyze and solve difficult problems, including developing and implementing strategies, efficiently and accurately performing procedures, and recording and justifying solutions; and explain complex concepts. (scaled score 861–880)	2005-2006	12	7	11	6	1714	11
	<b>2006-2007</b>	<b>6</b>	<b>4</b>	<b>6</b>	<b>5</b>	<b>1952</b>	<b>13</b>
	Cum. Avg.	9	6	9	6	1833	12
<b>Meets the Standards</b> – The student’s work demonstrates a general understanding of essential concepts in mathematics, including the ability to make connections among central ideas. The student’s responses demonstrate the ability to analyze and solve problems including developing and implementing strategies, to perform procedures, and to record and explain solutions and concepts. The student’s work may contain minor errors. (scaled score 841–860)	2005-2006	53	31	53	31	5533	34
	<b>2006-2007</b>	<b>45</b>	<b>34</b>	<b>44</b>	<b>33</b>	<b>5870</b>	<b>38</b>
	Cum. Avg.	49	32	49	32	5702	36
<b>Partially Meets the Standards</b> – The student’s work demonstrates incomplete understanding of essential concepts in mathematics and inconsistent connections among central ideas. The student’s responses demonstrate some ability to analyze and solve problems, and explain concepts. Problem solving strategies may be flawed, procedures performed inaccurately, methods not recorded and/or problems not completed. (scaled score 829–840)	2005-2006	58	34	58	34	4764	29
	<b>2006-2007</b>	<b>41</b>	<b>31</b>	<b>41</b>	<b>31</b>	<b>3982</b>	<b>26</b>
	Cum. Avg.	50	33	50	33	4373	28
<b>Does Not Meet the Standards</b> – The student’s work demonstrates limited understanding of essential concepts in mathematics and infrequent or inaccurate connections among central ideas. The student’s responses demonstrate minimal ability to solve problems and explain concepts. Problem solving strategies and procedures are often flawed or inappropriate and there may be many omissions. (scaled score 800–828)	2005-2006	47	28	48	28	4251	26
	<b>2006-2007</b>	<b>42</b>	<b>31</b>	<b>42</b>	<b>32</b>	<b>3534</b>	<b>23</b>
	Cum. Avg.	45	29	45	29	3893	25

Learning Results Content Standard Clusters	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		District		State	
	N	%	N	%	N	%	N	%
Cluster 1: Numbers and Operations	16	29	7.9	49.4	7.8	48.8	8.8	55.0
Cluster 2: Shape and Size	14	25	6.3	45.0	6.3	45.0	7.3	52.1
Cluster 3: Mathematical Decision Making	8	14	3.9	48.8	3.9	48.8	4.2	52.5
Cluster 4: Patterns	18	32	9.1	50.6	9.1	50.6	10.1	56.1

- Cluster 1: Numbers and Operations**  
 A. Numbers and Number Sense  
 B. Computation  
 I. Discrete Mathematics (grades 3 and 4 only)
- Cluster 2: Shape and Size**  
 E. Geometry  
 F. Measurement
- Cluster 3: Mathematical Decision Making**  
 C. Data Analysis and Statistics  
 D. Probability
- Cluster 4: Patterns**  
 G. Patterns, Relations, and Functions  
 H. Algebra Concepts  
 K. Mathematical Communication

Each content standard in the clusters above is defined in Maine’s *Learning Results*, which are the basis for Grade Level Expectations. Each item on the MEA measures a grade level expectation, which can be found at <http://www.maine.gov/education/salt/gles.htm>.

# MATHEMATICS RESULTS

## (CONTINUED)

Date: March 2007  
 Grade: 8  
 District: Waterville Public Schools  
 School: Waterville Junior High School

REPORTING CATEGORIES	School										District						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
<b>All Students</b>	134	6	4	45	34	41	31	42	31	837	133	5	33	31	32	837	15338	13	38	26	23	842
<b>Ethnicity</b>																						
African American	2										2						317	4	25	27	43	832
American Indian/Native Alaskan	0										0						102	4	25	33	38	833
Asian/Pacific Islander	3										3						187	14	47	22	17	846
Hispanic	3										3						149	6	34	32	28	838
White	126	6	5	40	32	39	31	41	33	837	125	5	31	31	33	837	14581	13	39	26	23	842
Not Reported	0										0						2					
<b>Identified disability</b>																						
Yes	22	0	0	2	9	7	32	13	59	825	22	0	9	32	59	825	2325	1	15	23	61	825
No	112	6	5	43	38	34	30	29	26	839	111	5	38	31	26	839	13013	15	42	26	16	845
<b>Limited English proficient students</b>																						
Current LEP in first year	0										0						11	0	27	18	55	825
Current LEP beyond first year	1										1						256	4	22	29	45	831
<b>Economically disadvantaged</b>																						
Yes	66	1	2	17	26	19	29	29	44	832	65	2	25	29	45	832	5322	5	29	29	36	834
No	68	5	7	28	41	22	32	13	19	842	68	7	41	32	19	842	10016	17	43	24	16	846
<b>Migrant</b>																						
Yes	0										0						7	14	0	29	57	832
No	134	6	4	45	34	41	31	42	31	837	133	5	33	31	32	837	15331	13	38	26	23	842
<b>Gender</b>																						
Female	67	1	1	19	28	21	31	26	39	835	67	1	28	31	39	835	7512	12	39	27	22	842
Male	67	5	7	26	39	20	30	16	24	839	66	8	38	30	24	839	7824	14	38	25	24	842
Not Reported	0										0						2					
<b>Title 1A targeted program</b>																						
Yes	0										0						805	2	22	35	41	832
No	134	6	4	45	34	41	31	42	31	837	133	5	33	31	32	837	14533	13	39	25	22	842
<b>Gifted/talented program</b>																						
Yes	0										0						555	63	35	2	0	866
No	134	6	4	45	34	41	31	42	31	837	133	5	33	31	32	837	14783	11	38	27	24	841

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number



# MATHEMATICS RESULTS

## (QUESTIONNAIRE ITEMS)

Date: March 2007  
 Grade: 8  
 District: Waterville Public Schools  
 School: Waterville Junior High School

QUESTIONNAIRE ITEMS	School										District						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
How much homework do you do on school nights?																						
A. none	13	1	6	6	35	2	12	8	47	830	13	6	35	12	47	830	8	7	27	23	44	832
B. less than one hour	45	4	7	20	33	17	28	19	32	838	45	7	33	28	32	838	48	11	39	27	23	841
C. one to two hours	39	1	2	18	35	19	37	14	27	838	38	2	33	37	27	838	39	15	40	26	19	844
D. more than two hours	4	0	0	1	20	3	60	1	20	836	4	0	20	60	20	836	5	18	36	23	23	843
How well do the questions that you have just been given on this MEA test match what you have learned in school about mathematics?																						
A. The questions on the test match what I have learned in mathematics class.	37	5	10	21	42	12	24	12	24	842	38	10	42	24	24	842	34	22	43	20	15	848
B. They match some of what I have learned.	48	1	2	22	34	20	31	21	33	835	47	2	33	32	33	835	48	9	40	29	22	841
C. They match just a little of what I have learned.	12	0	0	2	13	7	44	7	44	832	12	0	13	44	44	832	14	6	27	30	37	835
D. There is no match.	3	0	0	0	0	2	50	2	50	830	3	0	0	50	50	830	3	5	14	22	59	827
Which of the following best describes how you rate yourself as a student in mathematics?																						
A. very good	24	5	16	14	44	7	22	6	19	844	24	16	44	22	19	844	24	34	43	13	10	853
B. good	43	1	2	21	37	18	32	17	30	836	42	2	36	32	30	836	46	9	45	27	19	842
C. fair	25	0	0	10	30	10	30	13	39	834	25	0	30	30	39	834	24	2	27	36	35	833
D. poor	9	0	0	0	0	6	50	6	50	831	9	0	0	50	50	831	6	1	13	33	52	827
How difficult was the mathematics part of this test?																						
A. harder than my regular schoolwork	29	0	0	8	21	17	44	14	36	833	30	0	21	44	36	833	31	3	31	32	34	835
B. about the same as my regular schoolwork	57	4	5	29	38	18	24	25	33	838	57	5	37	24	33	838	53	11	43	27	19	843
C. easier than my regular schoolwork	14	2	11	8	44	6	33	2	11	844	14	11	44	33	11	844	16	38	38	12	12	854
How hard did you try on the mathematics part of this test?																						
A. I tried harder on this test than I do on my regular schoolwork.	48	1	2	18	28	21	33	24	38	835	48	2	28	33	38	835	42	10	38	28	23	841
B. I tried about the same as I do on my regular schoolwork.	45	5	8	26	43	14	23	15	25	840	45	8	42	24	25	840	51	15	40	25	20	844
C. I did not try as hard on this test as I do on my regular schoolwork.	7	0	0	1	11	5	56	3	33	828	7	0	11	56	33	828	6	13	27	24	36	837
How often do you use laptops in mathematics class?																						
A. almost every day	4	0	0	2	40	2	40	1	20	842	4	0	40	40	20	842	6	10	33	25	32	838
B. two or three days a week	7	0	0	3	33	2	22	4	44	831	7	0	33	22	44	831	13	9	36	28	27	839
C. two or three times each month	29	1	3	9	23	13	33	16	41	833	29	3	23	33	41	833	39	13	40	27	19	843
D. never	60	5	6	31	38	24	30	21	26	839	60	6	38	30	26	839	41	14	38	24	23	842
Which statement best describes the use of calculators in mathematics class?																						
A. Calculators are used daily.	74	6	6	33	33	30	30	30	30	838	74	6	33	31	31	838	38	15	41	24	19	844
B. Calculators are used once or twice a week.	23	0	0	11	35	10	32	10	32	836	23	0	35	32	32	836	37	12	38	27	23	842
C. Calculators are used once or twice a month.	1	0	0	1	50	0	0	1	50	834	2	0	50	0	50	834	13	11	36	27	26	840
D. Calculators are rarely or never used.	1	0	0	0	0	1	50	1	50	821	2	0	0	50	50	821	13	9	33	27	31	838
How do you feel about the following statement?																						
“My knowledge of mathematics will be useful to me as an adult.”																						
A. strongly agree	62	5	6	28	34	23	28	27	33	837	62	6	33	28	33	837	56	16	42	24	18	845
B. agree	32	1	2	15	35	15	35	12	28	837	32	2	35	35	28	837	37	9	36	29	26	840
C. disagree	3	0	0	1	25	1	25	2	50	831	3	0	25	25	50	831	5	6	28	26	40	834
D. strongly disagree	3	0	0	1	25	2	50	1	25	836	3	0	25	50	25	836	2	3	17	29	51	828
Optional school/district question																						
A.	38	0	0	3	33	3	33	3	33	839	38	0	33	33	33	839						
B.	29	0	0	1	14	2	29	4	57	828	29	0	14	29	57	828						
C.	17	0	0	1	25	1	25	2	50	836	17	0	25	25	50	836						
D.	17	0	0	2	50	1	25	1	25	839	17	0	50	25	25	839						

# SCIENCE AND TECHNOLOGY RESULTS

Date: March 2007  
Grade: 8  
District: Waterville Public Schools  
School: Waterville Junior High School

			STUDENTS AT EACH ACHIEVEMENT LEVEL					
			School		District		State	
ACHIEVEMENT LEVEL DEFINITIONS			N	%	N	%	N	%
The quality of a student’s work at each achievement level reflects progress in attaining Maine’s Grade Span Expectations in science and technology.								
<b>Exceeds the Standards</b> – The student’s work demonstrates in-depth understanding of essential concepts in science, including the ability to make multiple connections among central ideas. The student’s responses demonstrate the ability to synthesize information, analyze and solve difficult problems using the processes of scientific inquiry, and explain complex concepts using evidence and proper terminology to support and communicate logical conclusions. (scaled score 861–880)	2005-2006	21	12	20	12	1879	12	
	<b>2006-2007</b>	<b>22</b>	<b>16</b>	<b>22</b>	<b>17</b>	<b>2192</b>	<b>14</b>	
	Cum. Avg.	22	14	21	14	2036	13	
<b>Meets the Standards</b> – The student’s work demonstrates a general understanding of essential concepts in science, including the ability to make connections among central ideas. The student’s responses demonstrate the ability to analyze and solve routine problems using the processes of scientific inquiry and explain central concepts with sufficient clarity and accuracy to demonstrate general understanding. (scaled score 841–860)	2005-2006	102	60	102	60	8604	53	
	<b>2006-2007</b>	<b>77</b>	<b>57</b>	<b>76</b>	<b>57</b>	<b>7916</b>	<b>52</b>	
	Cum. Avg.	90	59	89	59	8260	52	
<b>Partially Meets the Standards</b> – The student’s work demonstrates incomplete understanding of essential concepts in science and inconsistent connections among central ideas. The student’s responses demonstrate some ability to analyze and solve problems using scientific inquiry but the quality of responses is inconsistent. Explanation of concepts may be incomplete or unclear. (scaled score 831–840)	2005-2006	28	17	29	17	3618	22	
	<b>2006-2007</b>	<b>26</b>	<b>19</b>	<b>26</b>	<b>20</b>	<b>3340</b>	<b>22</b>	
	Cum. Avg.	27	18	28	18	3479	22	
<b>Does Not Meet the Standards</b> – The student’s work demonstrates limited understanding of essential concepts in science and infrequent or inaccurate connections among central ideas. The student’s responses demonstrate minimal ability to solve problems and use the skills of scientific inquiry. There are many inaccuracies and explanations are illogical, incomplete, or missing. (scaled score 800–830)	2005-2006	18	11	18	11	2174	13	
	<b>2006-2007</b>	<b>9</b>	<b>7</b>	<b>9</b>	<b>7</b>	<b>1865</b>	<b>12</b>	
	Cum. Avg.	14	9	14	9	2020	13	

Learning Results Content Standard Clusters	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		District		State	
	N	%	N	%	N	%	N	%
Cluster 1: Life Sciences	14	25	9.0	64.3	9.0	64.3	8.8	62.9
Cluster 2: Physical Sciences	14	25	8.9	63.6	8.8	62.9	8.4	60.0
Cluster 3: Earth and Space Sciences	14	25	8.0	57.1	8.0	57.1	7.0	50.0
Cluster 4: Nature and Implications of Science	14	25	8.1	57.9	8.1	57.9	8.0	57.1

## Cluster 1: Life Sciences

- A. Classifying Life Forms
- B. Ecology
- C. Cells

## Cluster 2: Physical Sciences

- E. Structure of Matter
- H. Energy
- I. Motion

## Cluster 3: Earth and Space Sciences

- D. Continuity and Change
- F. The Earth
- G. The Universe

## Cluster 4: Nature and Implications of Science

- J. Inquiry and Problem Solving
- K. Scientific Reasoning
- L. Communication
- M. Implications of Science & Technology

Each content standard in the clusters shown is defined in Maine's *Learning Results*, which are the basis for science and technology Grade Span Expectations. Each item on the MEA measures a grade span expectation, which can be found at <http://www.maine.gov/education/lslt/gles.htm>.

# SCIENCE AND TECHNOLOGY RESULTS

## (CONTINUED)

Date: March 2007  
 Grade: 8  
 District: Waterville Public Schools  
 School: Waterville Junior High School

REPORTING CATEGORIES	School										District						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
<b>All Students</b>	134	22	16	77	57	26	19	9	7	850	133	17	57	20	7	850	15313	14	52	22	12	847
<b>Ethnicity</b>																						
African American	2										2						314	5	39	26	30	839
American Indian/Native Alaskan	0										0						101	4	40	36	21	841
Asian/Pacific Islander	3										3						186	14	52	19	15	847
Hispanic	3										3						146	8	49	23	21	843
White	126	19	15	73	58	25	20	9	7	849	125	15	58	20	7	849	14564	15	52	22	12	848
Not Reported	0										0						2					
<b>Identified disability</b>																						
Yes	22	2	9	9	41	7	32	4	18	843	22	9	41	32	18	843	2319	2	28	31	38	835
No	112	20	18	68	61	19	17	5	4	851	111	18	60	17	5	851	12994	16	56	20	8	850
<b>Limited English proficient students</b>																						
Current LEP in first year	0										0						7	0	29	14	57	820
Current LEP beyond first year	1										1						252	3	31	27	39	835
<b>Economically disadvantaged</b>																						
Yes	66	3	5	39	59	16	24	8	12	845	65	5	58	25	12	845	5307	6	44	29	21	842
No	68	19	28	38	56	10	15	1	1	854	68	28	56	15	1	854	10006	19	56	18	7	850
<b>Migrant</b>																						
Yes	0										0						7	0	43	14	43	837
No	134	22	16	77	57	26	19	9	7	850	133	17	57	20	7	850	15306	14	52	22	12	847
<b>Gender</b>																						
Female	67	9	13	38	57	14	21	6	9	848	67	13	57	21	9	848	7502	13	51	24	11	847
Male	67	13	19	39	58	12	18	3	4	852	66	20	58	18	5	852	7809	15	52	20	13	848
Not Reported	0										0						2					
<b>Title 1A targeted program</b>																						
Yes	0										0						800	5	38	35	22	841
No	134	22	16	77	57	26	19	9	7	850	133	17	57	20	7	850	14513	15	52	21	12	848
<b>Gifted/talented program</b>																						
Yes	0										0						553	61	37	1	0	865
No	134	22	16	77	57	26	19	9	7	850	133	17	57	20	7	850	14760	13	52	23	13	847

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

# SCIENCE AND TECHNOLOGY RESULTS

## (QUESTIONNAIRE ITEMS)

Date: March 2007  
Grade: 8  
District: Waterville Public Schools  
School: Waterville Junior High School

QUESTIONNAIRE ITEMS	School										District						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
<b>How much homework do you do on school nights?</b>																						
A. none	13	1	6	9	53	4	24	3	18	843	13	6	53	24	18	843	8	7	40	25	28	840
B. less than one hour	45	14	23	30	50	11	18	5	8	850	45	23	50	18	8	850	48	13	52	23	12	847
C. one to two hours	39	7	13	34	65	10	19	1	2	851	38	14	65	20	2	851	39	18	54	20	8	850
D. more than two hours	4	0	0	4	80	1	20	0	0	853	4	0	80	20	0	853	5	18	51	19	13	848
<b>How well do the questions that you have just been given on this MEA test match what you have learned in school about science?</b>																						
A. The questions on the test match what I have learned in science class.	45	13	22	38	63	7	12	2	3	852	45	22	63	12	3	852	27	16	54	20	10	849
B. They match some of what I have learned.	46	7	11	34	56	14	23	6	10	848	45	12	55	23	10	848	49	15	52	22	12	848
C. They match just a little of what I have learned.	9	2	17	5	42	4	33	1	8	847	9	17	42	33	8	847	19	13	51	23	13	847
D. There is no match.	1	0	0	0	0	1	100	0	0	840	1	0	0	100	0	840	4	7	43	26	25	841
<b>Which of the following best describes how you rate yourself as a student in science?</b>																						
A. very good	33	10	23	32	73	1	2	1	2	856	33	23	73	2	2	856	21	28	53	13	7	853
B. good	39	12	23	26	50	11	21	3	6	851	38	24	49	22	6	851	54	14	55	21	10	848
C. fair	22	0	0	16	53	10	33	4	13	842	23	0	53	33	13	842	21	5	46	31	18	842
D. poor	6	0	0	3	38	4	50	1	13	839	6	0	38	50	13	839	3	2	36	32	31	837
<b>How difficult was the science part of this test?</b>																						
A. harder than my regular schoolwork	18	2	8	13	54	7	29	2	8	847	18	8	54	29	8	847	33	14	51	23	13	847
B. about the same as my regular schoolwork	63	12	14	49	58	19	22	5	6	849	63	14	57	23	6	849	57	14	53	22	11	848
C. easier than my regular schoolwork	19	8	32	15	60	0	0	2	8	855	19	32	60	0	8	855	10	19	52	17	13	849
<b>How hard did you try on the science part of this test?</b>																						
A. I tried harder on this test than I do on my regular schoolwork.	49	9	14	36	55	16	25	4	6	849	49	14	55	25	6	849	41	14	53	21	11	848
B. I tried about the same as I do on my regular schoolwork.	46	12	20	36	59	10	16	3	5	851	45	20	58	17	5	851	53	15	52	22	11	848
C. I did not try as hard on this test as I do on my regular schoolwork.	5	1	14	4	57	0	0	2	29	846	5	14	57	0	29	846	5	8	41	26	25	841
<b>Which statement describes how often and how long your science class meets?</b>																						
A. We meet every day for 45 minutes to an hour.	93	21	17	74	60	21	17	8	6	850	93	17	60	17	6	850	68	16	54	21	10	849
B. We meet on alternate days for 80 to 90 minutes.	1	1	50	1	50	0	0	0	0	856	1	100	0	0	0	862	16	13	49	23	14	846
C. We meet every day for 45 minutes, plus a longer lab period each week.	3	0	0	1	25	3	75	0	0	839	3	0	25	75	0	839	6	13	46	25	16	845
D. We have a flexible schedule depending on the activities.	3	0	0	1	25	2	50	1	25	839	3	0	25	50	25	839	10	9	46	25	20	843
<b>Which courses do you plan to take before you graduate from high school?</b>																						
A. earth and space science and/or biology	27	3	9	23	66	7	20	2	6	849	28	9	66	20	6	849	26	8	54	24	13	845
B. the course(s) described in A, plus chemistry	26	7	21	20	61	4	12	2	6	851	25	22	59	13	6	851	23	16	54	19	12	848
C. the course(s) described in B, plus physics	21	10	37	14	52	3	11	0	0	858	21	37	52	11	0	858	22	30	48	14	8	853
D. a life science and physical science class	26	2	6	17	52	11	33	3	9	845	26	6	52	33	9	845	28	7	51	28	13	845
<b>How do you feel about the following statement?</b> <i>“My knowledge of science and technology will be useful to me as an adult.”</i>																						
A. strongly agree	34	10	22	27	60	6	13	2	4	852	34	22	60	13	4	852	29	19	53	17	10	850
B. agree	48	12	19	35	55	13	20	4	6	851	47	19	54	21	6	851	54	14	52	22	11	848
C. disagree	15	0	0	11	55	6	30	3	15	841	15	0	55	30	15	841	13	7	49	28	16	844
D. strongly disagree	4	0	0	4	80	1	20	0	0	850	4	0	80	20	0	850	3	4	46	27	24	841
<b>Optional school/district question</b>																						
A.	38	3	33	4	44	2	22	0	0	856	38	33	44	22	0	856						
B.	29	1	14	5	71	0	0	1	14	847	29	14	71	0	14	847						
C.	17	0	0	3	75	1	25	0	0	850	17	0	75	25	0	850						
D.	17	2	50	1	25	1	25	0	0	855	17	50	25	25	0	855						

E = Exceeds the Standards   M = Meets the Standards   P = Partially Meets the Standards   D = Does Not Meet the Standards

N = Number

# ELA–WRITING RESULTS

Date: March 2007  
 Grade: 8  
 District: Waterville Public Schools  
 School: Waterville Junior High School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		District		State	
		N	%	N	%	N	%
<b>Exceeds the Standards</b> – The student’s response demonstrates the skillful ability to use mode, style, tone, and word choices to achieve the desired purpose for the writing. The response is well-organized and clearly focused, demonstrating clear coherence and smooth progression of ideas and free of most errors in grammar, usage, and mechanics. (scaled score 861–880)	2005-2006 <b>2006-2007</b> Cum. Avg.	2 2	1 1	2 2	1 1	285 285	2 2
<b>Meets the Standards</b> – The student’s response demonstrates the ability to use mode, style, tone, and word choices to achieve the desired purpose for the writing. The response is well-organized and focused, demonstrating coherence and progression of ideas and generally free of most errors in grammar, usage, and mechanics. (scaled score 841–860)	2005-2006 <b>2006-2007</b> Cum. Avg.	51 51	38 38	51 51	38 38	6948 6948	46 46
<b>Partially Meets the Standards</b> – The student’s response demonstrates inconsistent ability to use mode, style, tone, and word choices to achieve the desired purpose for the writing. The response is generally organized and focused, but may demonstrate some lapses in coherence or progression of ideas and may contain errors in grammar, usage, and mechanics. (scaled score 817–840)	2005-2006 <b>2006-2007</b> Cum. Avg.	71 71	53 53	70 70	52 52	6873 6873	45 45
<b>Does Not Meet the Standards</b> – The student’s response demonstrates limited ability to use mode, style, tone, and word choices to achieve the desired purpose for the writing. The response is poorly organized and/or focused and may contain an accumulation of errors in grammar, usage, and mechanics that interferes with understanding. (scaled score 800–816)	2005-2006 <b>2006-2007</b> Cum. Avg.	11 11	8 8	11 11	8 8	1125 1125	7 7

Learning Results Content Standard Cluster	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		District		State	
	N	%	N	%	N	%	N	%
<b>Total Writing (Standards F &amp; G)</b>	20	100	10.0	50.0	10.1	50.5	10.4	52.0
<b>Stylistic and Rhetorical Aspects of Writing (Standard G)</b>	12	60	5.1	42.5	5.1	42.5	5.3	44.2
<b>Standard English Conventions (Standard F)</b>	8	40	5.0	62.5	5.0	62.5	5.2	65.0

The MEA assesses students’ writing skills through their responses to one common prompt. The goal is to provide an opportunity for students to write narrative (grade 5) or persuasive/argumentative (grade 8) writing responses. Content standards F and G are defined in Maine’s *Learning Results* which can be found at <http://www.maine.gov/education/lsalt/gles.htm>.

# ELA-WRITING RESULTS

## (CONTINUED)

Date: March 2007  
 Grade: 8  
 District: Waterville Public Schools  
 School: Waterville Junior High School

REPORTING CATEGORIES	School										District						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
<b>All Students</b>	135	2	1	51	38	71	53	11	8	834	134	1	38	52	8	834	15231	2	46	45	7	836
<b>Ethnicity</b>																						
African American	2										2						305	1	37	50	12	832
American Indian/Native Alaskan	0										0						102	1	25	58	17	829
Asian/Pacific Islander	3										3						186	2	49	39	10	837
Hispanic	3										3						145	0	37	57	6	834
White	127	2	2	48	38	68	54	9	7	834	126	2	38	53	7	834	14491	2	46	45	7	836
Not Reported	0										0						2					
<b>Identified disability</b>																						
Yes	22	0	0	1	5	15	68	6	27	821	22	0	5	68	27	821	2282	0	12	58	30	823
No	113	2	2	50	44	56	50	5	4	837	112	2	45	49	4	837	12949	2	52	43	3	838
<b>Limited English proficient students</b>																						
Current LEP in first year	0										0						5	0	20	40	40	821
Current LEP beyond first year	1										1						250	0	30	55	15	830
<b>Economically disadvantaged</b>																						
Yes	67	0	0	16	24	44	66	7	10	831	66	0	24	65	11	831	5264	1	33	54	12	832
No	68	2	3	35	51	27	40	4	6	838	68	3	51	40	6	838	9967	3	52	40	5	838
<b>Migrant</b>																						
Yes	0										0						7	0	43	29	29	829
No	135	2	1	51	38	71	53	11	8	834	134	1	38	52	8	834	15224	2	46	45	7	836
<b>Gender</b>																						
Female	68	1	1	35	51	31	46	1	1	838	68	1	51	46	1	838	7476	3	58	37	3	840
Male	67	1	1	16	24	40	60	10	15	830	66	2	24	59	15	830	7753	1	34	53	12	832
Not Reported	0										0						2					
<b>Title 1A targeted program</b>																						
Yes	0										0						796	0	32	58	10	831
No	135	2	1	51	38	71	53	11	8	834	134	1	38	52	8	834	14435	2	46	44	7	836
<b>Gifted/talented program</b>																						
Yes	0										0						553	10	74	16	0	847
No	135	2	1	51	38	71	53	11	8	834	134	1	38	52	8	834	14678	2	45	46	8	835

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number